



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15833 North 29th Street, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Ana Ramos-Pell  
Schedule : 08:00 AM to 04:00 PM  
Grades : Pre-K-3  
Web Address :  
Phone Number : (602) 493-6190  
Fax Number : (602) 493-6195  
E-mail : aramospell@pvschools.net

### Mission

We see ourselves as professional, collaborative educators with high expectations for ourselves, as well as our students. We accept no excuse for the lack of academic progress and commit to high student achievement and individual excellence.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Not Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Corrective Action  
2004-05 SI Year 2  
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To increase student performance in the area of reading and writing on the AIMS in 2007.
- ü To increase student performance in the area of mathematics on the AIMS in 2007.

### Enrollment

October 1, 2005 School Year Student Enrollment : 734  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 5

### Instructional Programs

- Ü SRA-Direct Instruction
- Ü Individualized Literacy Instruction
- Ü Foundations
- Ü Scholastics
- Ü Accelerated Reader
- Ü Rosetta Stone
- Ü MACRO

### Calendar Information

Number of Instruction Days :	175
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/25/2006

### Shared Responsibilities

#### School

Establish a Parent Compact. Provide a parent/student handbook. Provide parent resource pool, newsletters, Student Study Teams for student needs, strong discipline plan for student safety. All materials are available in English and Spanish.

#### Parents

Send my child to school regularly, on time and in good health, ready to learn. Provide space and time for homework and to oversee its completion. Encourage respect for school, classmates and property. Communicate with my child's teacher.

### Transportation Policy

District transportation policy: Kindergarten students are transported if residing one-half mile or more from school, students in grades one through three are transported at one mile.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü A+ School	1989
Ü PTA Teacher of the Year	1987
Ü A+ School	1997
Ü Arizona Teacher of the Year	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2516	80010	100	99	99	398	464	447	40	7	10	31	13	18	27	51	53	2	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1236	38935	100	100	99	390	462	447	44	7	9	31	13	19	23	54	55	1	27	17
Male	76	1279	40974	100	98	98	405	465	448	37	7	11	30	13	18	30	48	52	3	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	123	556	34545	100	99	99	393	427	432	44	21	14	32	24	24	24	46	53	NA	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	13	1762	35142	100	99	99	429	475	465	15	3	5	31	9	11	31	52	56	23	36	28
Students with Disabilities	10	347	10161	100	93	93	NA	440	419	NA	16	28	NA	28	28	NA	39	36	NA	17	8
Students without Disabilities	136	2169	69849	100	100	100	400	467	451	37	5	7	32	11	17	29	53	56	2	31	19
Limited English Proficient Students	97	244	14013	99	97	97	382	395	413	57	41	24	32	36	34	11	23	39	NA	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	67	599	39029	100	99	98	397	437	432	42	14	14	30	21	25	27	52	52	1	13	9
Non-Economically Disadvantaged	79	1917	40981	100	99	100	398	472	462	39	5	6	32	10	13	27	50	54	3	35	27

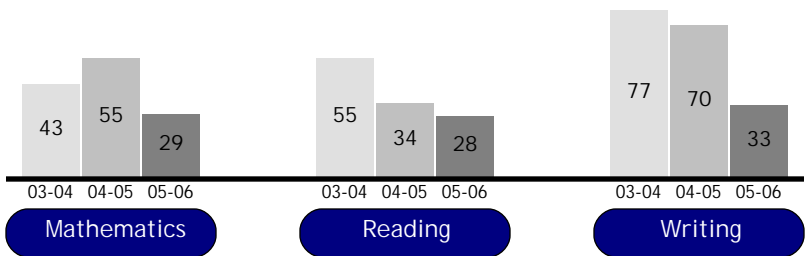
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2495	79438	99	98	98	401	466	451	39	7	9	33	15	24	27	60	56	1	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1227	38775	99	99	99	398	471	457	43	6	7	30	14	22	26	60	58	NA	20	13
Male	75	1267	40560	99	97	97	404	462	446	35	9	12	35	16	25	28	61	54	3	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	121	550	34297	98	98	98	394	426	434	42	23	14	35	29	31	22	44	50	1	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	98	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	13	1748	34887	100	98	98	442	479	471	15	3	4	31	11	15	46	65	63	8	22	18
Students with Disabilities	10	329	9588	100	88	88	NA	438	416	NA	20	30	NA	29	32	NA	41	34	NA	10	5
Students without Disabilities	134	2166	69850	99	100	100	404	470	456	35	5	7	34	13	23	29	63	59	1	18	12
Limited English Proficient Students	95	239	13856	97	95	96	379	385	407	56	49	27	34	38	43	11	13	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	66	588	38685	99	97	97	398	437	435	38	17	14	33	26	32	27	52	50	2	6	5
Non-Economically Disadvantaged	78	1907	40753	99	99	99	403	475	467	40	5	5	32	12	16	27	63	62	1	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2525	79971	100	99	99	377	446	423	21	4	8	47	27	41	32	63	49	1	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1240	38974	100	100	99	391	459	437	14	2	5	49	21	33	37	68	57	NA	9	4
Male	75	1284	40895	99	99	98	364	433	410	28	6	10	44	33	47	27	58	41	1	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	123	556	34481	100	99	99	369	409	410	25	12	10	44	41	46	31	46	43	NA	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	13	1773	35150	100	99	99	434	457	437	NA	2	5	54	23	35	38	69	56	8	7	5
Students with Disabilities	10	361	10258	100	97	94	NA	408	377	NA	13	23	NA	42	51	NA	43	25	NA	2	1
Students without Disabilities	136	2164	69713	100	100	100	386	451	429	18	3	5	48	25	39	34	66	52	1	6	3
Limited English Proficient Students	97	241	13985	99	96	97	351	369	382	31	22	18	51	59	54	19	19	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	67	602	38994	100	99	98	376	415	409	22	9	10	48	44	47	28	45	41	1	2	1
Non-Economically Disadvantaged	79	1923	40977	100	99	100	379	455	437	20	3	5	46	22	34	34	68	56	NA	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	79	32	NA	58	97	19	55	47	99	18	56	46
	Language	98	21	59	50	96	20	55	47	99	20	58	48
	Mathematics	96	42	68	64	97	23	56	50	99	27	58	52
3	Reading	98	16	NA	55	97	24	56	44	100	14	61	46
	Language	98	23	69	61	97	28	55	44	100	17	58	46
	Mathematics	100	24	69	61	97	35	60	51	100	14	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Palomino Primary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

### Council Duties

- ü Parent Involvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	3.00	Teacher Aide	14.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	27	2	1	0
4 to 6 years	3	3	0	0
7 to 9 years	3	1	0	0
10 or more years	2	3	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	7
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ü Computer Lab
- ü Health Clinic
- ü Library
- ü Dental Clinic

### Extracurricular Activities

- ü Phoenix Park and Recreation
- ü Aims Academy
- ü Math Academy
- ü Reading Club - Extended Day
- ü Lunchtime Literacy

### Social Services

- ü Breakfast Program
- ü Lunch Program
- ü Adult ESL
- ü Nurse Practitioner
- ü Sunrise Club
- ü Bonus Time Afterschool Program
- ü PAC - City of Phoenix Afterschool

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The school learning day and school year are extended by offering after school and summer programs. Additional programs such as Extended Day Reading are offered throughout the school year.
- ü The CARE Center provides social, health, and counseling services in English and Spanish. City Of Phoenix's office, located at Palomino, responds to the immediate needs of the community.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain a closed campus. Visitors are required to sign in upon arriving and wear a visitor's badge at all times. The community is involved with Palomino Block Watch which directly affects our school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Ana Ramos-Pell	(602) 493-6190
Transportation Policy	Jeffrey A. Cook	(602) 493-6920
Community Resources	Maribel Velez	(602) 534-1529
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Lynne Zuffranieri	(602) 493-6190
Student Health/Nurse	Nina Turley	(602) 493-6190

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.